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RELEVANCE AND EFFECTIVENESS OF THE PPP APPROACH IN LEARNING ENGLISH IN THE MILITARY ENVIRONMENT CONTEXT

A The article is devoted to the evaluation of the use of the communicative-cognitive approach Presentation, Practice, Production (PPP) in English language learning among military personnel. It aims to analyse this widely used foreign language teaching method and to assess its effectiveness in Ukrainian military educational institutions.

Based on theoretical analysis and empirical data, the authors examine the effectiveness of the PPP approach in developing language skills in a military context. Special attention is given to the relevance of the PPP model to the specific needs of military learners, such as communication in extreme situations and the use of professional vocabulary and terminology.

The authors evaluate the extent to which an English for Specific Purposes (ESP) textbook incorporates the principles of PPP, supports the development of all types of language activity, and translates these principles into practical application. To achieve these objectives, a review of academic literature and sources from a variety of authors was undertaken, together with consideration of military personnel's perspectives on the effectiveness of the PPP approach.

In addition, the article includes an analysis of training materials, tasks and exercises to assess their impact on the development of military learners' speaking skills.

The findings indicate that the PPP approach is highly effective in improving the communicative competence of military personnel, particularly in the context of international cooperation, and contributes to the comprehensive development of language skills relevant to military activities.

Keywords: Presentation; Practice; Production; audio-linguistic method; communicative-cognitive method; English for Specific Purposes

АКТУАЛЬНІСТЬ ТА ЕФЕКТИВНІСТЬ ПІДХОДУ PPP ПРИ ВИВЧЕННІ АНГЛІЙСЬКОЇ МОВИ У КОНТЕКСТІ ВІЙСЬКОВОГО СЕРЕДОВИЩА

С Дослідження присвячено оцінці застосування комунікативно-когнітивного підходу Presentation, Practice, Production (PPP) у процесі вивчення англійської мови військовослужбовцями. Метою дослідження є аналіз популярного підходу до викладання іноземних мов – зокрема, моделі PPP – та визначення ефективності його використання у військових закладах вищої освіти України.

На основі теоретичного аналізу та емпіричних даних розглянуто дієвість методу PPP для розвитку мовленнєвих навичок у військовому середовищі. Особливу увагу приділено оцінці релевантності цього підходу до специфічних потреб військових, зокрема: спілкування в екстремальних ситуаціях, використання професійної лексики та термінології.

Зроблено спробу оцінити, наскільки повно підручник англійської мови для спеціальних цілей реалізує принципи PPP, сприяє розвитку всіх видів мовленнєвої діяльності та як ці принципи можуть бути впроваджені на практиці. З метою досягнення поставленої мети було проведено аналіз наукової літератури та джерел різних авторів, а також ураховано думку військовослужбовців щодо ефективності застосування моделі Presentation, Practice, Production. Проведено аналіз навчальних матеріалів, завдань і вправ, а також оцінено їхній вплив на розвиток мовленнєвих навичок військовослужбовців.

Результати дослідження свідчать про високу ефективність підходу PPP у формуванні комунікативних навичок у військових, особливо в контексті міжнародного співробітництва та професійної діяльності.

Ключові слова: підхід; презентація; відпрацювання; демонстрація; аудіолінгвістичний метод; комунікативно-когнітивний метод; англійська мова для спеціальних цілей

Problem statement. Today's realities prove the need for timely interaction of military personnel in a single global space, which is dictated by modern international relations of Ukraine with NATO partner countries, and the formation of professional competence of a specialist is being carried out, particularly in the military sphere. Establishing compatibility in the communication sphere is one of the main requirements for Ukraine's membership in the Alliance. The requirements for organizing language training in the Armed Forces of Ukraine are set out in STANAG 6001 [14]. This agreement defines the levels of proficiency in the working languages of the alliance (English and French) and the requirements for achieving them. These requirements formed the basis of the guiding documents on the language training organization in the Armed Forces of Ukraine: "Basic principles of personnel language training in the system of the Ukrainian Defense Ministry" [6] and a Roadmap for Improving Language Training in the Armed Forces of Ukraine (for 2021-2025). The Roadmap emphasizes that "the mastery of English by personnel is of particular importance" to ensure proper compatibility of Ukrainian army units with units of NATO member states, ensuring multinational military compatibility during exercises or peacekeeping missions [2].

Since the beginning of the aggressor's large-scale invasion of our country on February 24, 2022, NATO support has increased significantly. One of the most active types of assistance to Ukraine in its struggle for independence was the training of Ukrainian military personnel according to NATO standards. These standards dictate the main goal of teaching a foreign language in a non-linguistic military university: the formation of Informative and communicative competence in cadets, who can exercise practical language proficiency in the professional and everyday spheres [9].

The challenges faced by Foreign Language teachers primarily relate to creating their own or adapting to existing English teaching models that will be effective in the context of the military environment.

Purpose and objectives formulation of the article. The purpose of the article is to analyze the popular approach to teaching foreign languages, namely Presentation, Practice,

Production, and to determine the effectiveness of its application in Ukrainian military universities.

The outlined purpose of the study provides for the solution of **the following tasks:** 1) consider the concepts of Presentation, Practice, Production and the components of the lesson model using this approach; 2) evaluate the effectiveness of its application in military universities of Ukraine.

Analysis of research and publications. Language Teaching is a dynamic industry that requires education workers to apply various strategies to learn them effectively. There are many approaches aimed at improving language acquisition. Among the variety of approaches, we will make a choice in favor of one of the basic methodologies: Presentation, Practice, Production.

The PPP approach is one of the most common and effective methods of teaching foreign languages. The PPP approach was formed gradually, incorporating the ideas of many educators and linguists. Its modern interpretation is the result of a long evolution. Ideas of many educators made a significant contribution to its development and popularization. A. Kharman and L. Vygotsky are representatives of the *audiolingual method*, which emerged in the middle of the 20th century and is significantly different from PPP. It laid the foundations for many of its principles, in particular, focusing on the development of listening and speaking skills through the repetition of dialogues and phrases.

The *communicative* approach appears later (D. Hymes, M. Halliday, H. Douglas Brown) and emphasizes the development of communicative competencies and "...is determined by the nature of communication itself, the functioning of the foreign language system, the goals and communicative needs of the student" [1]. The development of a communicative direction in teaching a foreign language was carried out by T. Balykhina, I. Vereshchagina, I. Zymnya, Y. Pasov, V. Kostomarov, O. Mitrofanova, V. Safonova and others. It complements PPP with the idea that language is not learned for its own sake, but as a means of communication. According to D. Wilkins the communicative approach to language learning is the basis of the PPP methodology.

Theory of functional grammar by M. Halliday provided a theoretical basis for focusing on the use of language in different contexts.

The cognitive approach "...aims not to transmit linguistic knowledge, but to help it be born and develop" emphasizes the importance of listeners' understanding of how language works, that is, it adds an element of conscious learning and analysis of language structures to PPP [4]. The problem of using this approach in teaching a foreign language was dealt with by both domestic and foreign scientists as Balykhina, I. Bim, H. Barabanova, M. Borodulina, I. Zymnya, S. Zontova, I. Ihnatova, S. Nykolaeva Y. Proskurkina, T. Samosenkova, Y. Sytnov, S. Shatilov, A. Shchepilova, A. Chamot, A. Johns, W. Rivers and others.

Finally, *the constructivist theory of learning* (O. Leontiev, Z. Piage, P. Janet, A. Vallon) claims that knowledge is not transmitted passively, but is built by the student during active activity. According to this theory, future specialists generate new ideas based on active cognitive activity, by establishing interaction through the prism of their own experience. The emphasis is on the conscious assimilation of knowledge [12]. Constructivism has provided a theoretical rationale for using techniques such as project work and collaboration, which are an integral part of PPP.

Currently, further theoretical development and practical implementation of the cognitive-communicative approach to teaching a professionally oriented foreign language in models of teaching various types of speech activity are underway, in particular in reading (H. Barabanova, H. Gubina), listening (K. Kolesnikova, V. Yakovlev), oral (L. Ananieva, S. Dykareva, N. Drab) and written (A. Chamot) speech. According to Y. Sytnov, the communicative-cognitive approach to teaching a foreign language (in particular, grammatical competence) is a promising direction in the methodology of teaching foreign languages [15]. In addition to the above-mentioned scientists, there are other teachers and linguists whose ideas have been absorbed by PPP development over the years. L. Shtokhman, U. Lyashenko, A. Kolisnichenko, Y. Gordienko, R. Criado, N. Shofiroh, M. Noviyanti, F. Oryza, F. Asad, I. Soraya argue that PPP is the result of a long evolution of pedagogical thought. This approach continues to be actively used in teaching foreign languages around the world.

Many scientists today are engaged in studying the effectiveness of various methods of teaching foreign languages. Among them is PPP. Researchers conduct experiments, analyze learning outcomes, and develop new and improve existing approaches.

H. Douglas Brown in his textbook *Principles of Language Learning and Teaching* describes in detail the methodology of PPP (Presentation, Practice, Production). He notes that PPP (Presentation, Practice, Production) is one of the most common and effective methods of teaching foreign languages, which focuses on... the consistent presentation of new language material, its practice and the creation of one's expressions [2]. Brown describes PPP as a cyclical approach to teaching foreign languages, which includes three stages as: 1. *Presentation*. The goal is to make sure students understand the context and get them thinking about it. 2. *Practice*. The goal of this stage is accuracy. The educator carefully monitors students and corrects mistakes in time. There is a stage where students use the language

under control, as well as more free practice. 3. *Production*: The goal is to use the language as fluently and naturally as possible, as students would do outside of the classroom. The teacher gives advice on using language more openly.

This model involves a presentation stage, which focuses on the topic and the explanation of its meaning, form and pronunciation. A practice stage includes controlled practice in which language production is controlled by the teacher. A production stage, during which the independent use of language by the listener is assumed, can be found in the work of A. Kolisnichenko [3]. She claims that PPP is an effective approach to creating a lesson model when used correctly.

The follower of the communicative approach U. Liashenko goes further and claims that each stage of the PPP, taking into account and carefully selecting the correct forms of work such as cadet-cadet-cadet (when one cadet answers and then asks another), or cadet-group (one cadet asks the whole group), this approach contributes to the development of soft skills, namely the ability to work in a group and communicate, and hard skills as the formation and assimilation of language knowledge. Depending on the purpose of the lesson, they can be lexical, grammatical, etc. [5].

N. Shofiroh, M. Noviyanti, speaking about the PPP model usage in the development of communicative skills, claim that it "... can be used as a model for oral speech practice" [13]. This model can increase students' speaking interest in the classroom. This model motivates students to be more active in the classroom, as responding to instructions and the teacher, communicating information, and expressing opinions. It concludes that with this model, students are motivated to speak orally and can be more confident to conduct a dialogue in English.

Researches F. Oryza, F. Asad, I. Soraya believe that "The Presentation-Practice-Production (PPP) model has a great future in English language teaching, especially in teaching grammar" [7].

So, the PPP approach remains a promising tool for teaching foreign languages due to its adaptation to modern requirements of the educational process. Its use motivates students, increases their activity and interest in learning, and also allows them to effectively master both language and communication competencies.

It remains to verify the relevance of the method of teaching a foreign language, namely English, according to the teaching and methodological manual *English for Specific Purposes* (hereinafter referred to as ESP).

Statement of the basic material of the study. The modern development of information technologies affects all areas of professional activity and determines the need to form the professional competence of a future specialist. The military sphere is no exception and requires a highly educated and highly qualified specialist in their field. In this regard, there is a need to use the learning environment as close to reality as possible.

To improve English language proficiency and deepen the knowledge of Ukrainian Armed Forces military personnel

teachers of the Department have developed and used in practice educational and methodological manuals that strengthen the educational and didactic base of future officers' language training [9; 11]. Among them is "Military Specialized English (Missile Troops and Artillery)", the main features of which are special content (specialized terminology, everyday communication situations, and genre-specific language), contextual language learning, attention to language practice and students' qualities (motivation and purposefulness in language learning) [8].

The teacher needs to offer a clear structure of the lesson, which helps students better navigate the material, submit new material gradually, from simple to complex, applying a variety of tasks of different levels of complexity depending on the audience to study various language aspects: vocabulary, grammar, writing, etc., and pay attention to practical exercises that help consolidate theoretical knowledge (practical orientation) [10].

In this article, we will analyze Lesson 5 "Start Necessary Movement" of this textbook for its compliance with modern communicative principles of foreign language teaching and consider in detail each of the PPP approach phases and analyze how they are implemented in the presented plan.

1. Presentation. Vocabulary lead-in. The lesson begins with vocabulary that is active throughout the entire topic: short of smth, adjust, departure, flushout, goouton, inventory, move forward, negate, pre-position, reconparty, requisitioning, sendout, tentative defensive position. The teacher is offered a context for introducing new vocabulary. Its use is appropriate. The selected vocabulary is sufficient to understand further tasks given the previous classes in this section, which step by step lead the student to study this topic, namely: to elicit vocabulary in groups of two/three think about some factors that influence mil movement. Share your ideas with the class; to check and comprehend looking through the following list of factor and tick the ones that you mentioned yourself in the previous activity, etc.

However, there are no exercises for practicing pronunciation and memorizing new words, so the teacher, taking into account the level of readiness of students, can use either a cadet-cadet-cadet (when one cadet answers, and then asks another), or a cadet-group (one cadet asks the whole group), or even a game method using cards, dice, lotto, etc. It is worth noting that the lesson does not introduce new grammatical structures, so not enough attention is paid to explaining and consolidating them. This is left to the discretion of the teacher and the level of readiness of students.

2. Practice. The proposed tasks (which can be used at the discretion of the teacher and by the level of training of students) are quite diverse and cover different types of speech activity, namely: develop listening skills different contest: to listen for gist, decide which factor is being described, to listen for specific information, answer the questions; develop communicative skills: make word combinations using verbs from the box, to comprehend material filling the gaps in the text. It should be noted that these exercises are precisely the preparatory stage

for communicative skills, which also includes writing skills; story-telling using the words to write the sentences and eventually a case study on "Convoy operation". This contributes to better assimilation of the material and gradually leads the listener to the conscious use of lexical material in speech. The authors offer exercises on common events they may face. In pairs/groups, discuss what would you do in the following situations while troops movement. Present their ideas to the class. Educational materials that correspond to the age characteristics of students are relevant and reflect modern realities. Tasks aim to develop communication skills, an important aspect of PPP. Using authentic materials (for example, excerpts from texts and dialogues) makes the lesson more interesting and useful.

3. Production. Tasks to create their own statements (writing stories, composing dialogues) allow students to apply the knowledge they have gained in practice, namely: choose the most appropriate type of briefing and after that brief the G2 Commander about the actions during the march. To sum up the key points through grammar. Brief the group about what is permitted and what is prohibited during the march. Use the grammar below. Make notes before you speak.

So, according to this analysis, we can conclude that the presented lesson plan generally corresponds to the principles of the PPP communicative approach. We can say that the phases of PPP are quite balanced, and each of them plays its own role in the educational process. The lesson involves active participation of students, which contributes to better assimilation of the material. However, the selected material and nature of the exercises do not take into account the different levels of training of students. The teacher should provide and prepare additional tasks for the poor and strong language skills of cadets. Modern technologies to improve the effectiveness of training (for example, interactive whiteboards, online platforms) should be used.

Conclusions and prospects of research in this area. PPP, described by scientists and methodologists, remains one of the most popular and effective models of teaching foreign languages. Its flexibility and focus on practice make it a valuable tool for teachers looking to develop their students' communication skills.

This approach remains a relevant method of teaching English to students of military universities and in the conditions of its effective combination with communicative methods, problem-solving and other approaches makes learning more interesting and effective. Focusing on the development of communication skills makes learning more practically oriented. The use of technologies such as interactive whiteboards, mobile applications and online platforms allow cadets to make learning more dynamic and interactive and create conditions for individual training using a variety of tasks and materials.

Therefore, we are sure that in the conditions of close cooperation between students and the teacher, support, assistance, encouragement, prompts, and continuous eye contact are very important during each class. These peculiarities create an opportunity for students, with sufficient motivation, to develop and improve their language competence.

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